

Relationships and Sex Education Policy 2021-2022

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

> Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- > Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- > Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the <u>Children and Social Work Act 2017.</u>

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to <u>guidance</u> issued by the secretary of state, as outlined in section 403 of the <u>Education Act 1996</u>.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Carfield Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- 1. Review a member of staff or working group pulled together all relevant information including relevant national and local guidance
- 2. Staff consultation all school staff were given the opportunity to look at the policy and make recommendations
- 3. Parent/stakeholder consultation parents and any interested parties were invited to attend a meeting about the policy
- 4. Pupil consultation we investigated what exactly pupils want from their RSE
- 5. Ratification once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Primary sex education will focus on:

- > Preparing boys and girls for the changes that adolescence brings
- > How a baby is conceived and born

For more information about our curriculum, see our curriculum map and progression document in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- > Families and people who care for me
- Caring friendships
- > Respectful relationships
- >Online relationships
- > Being safe

Parents and Carers are informed of what the children will be learning in PSHE (referred to as Personal Development at Carfield) through curriculum newsletters prior to the learning taking place including the RSE elements of the PSHE curriculum.

Before the elements of the RSE curriculum referred to as, 'sex education,' are taught, parents will be invited to parent workshops to give them the opportunity to look at resources used, discuss any concerns or worries and withdraw their children from non-statutory parts of the curriculum if they wish to do so.

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

6.1 Inclusivity

We will teach about these topics in a manner that:

- > Considers how a diverse range of pupils will relate to them
- > Is sensitive to all pupils' experiences
- > During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - o A whole-class setting
 - o Small groups or targeted sessions
 - o 1-to-1 discussions
 - Digital formats

Sive careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- \circ $\;$ Are aligned with the teaching requirements set out in the statutory RSE guidance
- o Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- \circ $\;$ Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy
 - The <u>Teachers' Standards</u>
 - The <u>Equality Act 2010</u>
 - The <u>Human Rights Act 1998</u>
 - The <u>Education Act 1996</u>
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- > Be clear on:
 - What they're going to say
 - \circ Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- >Make sure that the teacher is in the room during any sessions with external speakers
- We **won't**, under any circumstances:
- >Work with external agencies that take or promote extreme political positions
- >Use materials produced by such agencies, even if the material itself is not extreme
- 8. Roles and responsibilities
- 8.1 The governing board

The governing board will hold the headteacher to account for the implementation of this policy.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- > Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- >Monitoring progress
- > Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the head of school, Curriculum Lead and Personal Development Lead through:

Learning walks, book monitoring and discussions with children, parents and staff.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by annually. At every review, the policy will be approved by <mark>[the governing</mark> <mark>board/committee name/governor name/the headteacher</mark>]. Appendix 1: Curriculum Map

γ1-6	Carfield Personal Development Curriculum Overview	2021-2022
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Our communities	Family	Friends	Mental Well- Being	Physical Health	Growing up
Year 2	Our communities	Family	Friends	Mental Well- Being	Physical Health	Growing Up
Year 3	Our communities	Physical Health	Friends	Mental Well- Being	Family	Growing Up
Year 4	Our communities	Physical Health	Friends	Mental Well- Being	Family	Growing Up
Year 5	Our communities	Family	Friends	Mental Well- Being	Physical Health	Growing up
Year 6	Our communities	Family	Friends	Mental Well- Being	Physical Health	Growing up
All year groups m the pe	All year groups must teach online safety through SMSC lessons throughout the school year. The objectives for this can be found on the personal development progression document. Online safety is also taught across all computing strands.	iety through SMSC I it progression docu	lessons throughout ment. Online safety	the school year. Th	e objectives for this ss all computing str	s can be found on ands.

Appendix 2: By the end of primary school, pupils should know

Growing	Notice	Understa	Recognise	Understa	Appreciat	Introducti	Understand	Changes
Growing	that	nd some	the 5 key	nd how	e how	on to	the physical	and their
Up	babies	important	stages of	their	increasing	personal	changes that	importanc
	and	processes	human life	bodies	independ	hygiene -	people go	e during
	children	and	(G1)	will	ence	e.g.	through	puberty
	grow.	changes	()	change as	presents	showering	during	(G3)
	Notice life	in the	Consider	they age	new	often,	puberty	()
	cycles and	natural	how their	(G1) - e.g.	dangers,	brushing	particularly	Personal
	understan	world	lives will	getting	challenge	twice a	ages 9-11	hygiene
	d the key	around	change as	taller	s, benefits	day,	(G1)	(G3)
	features –	them	they get		and	getting	X - 7	()
	baby,		older (G1)		responsibi	changed	Understand	Recap
	child,	Notice			lities (G1)	after	the	dental
	adult,	how we			- Year 2	exercise	emotional	hygiene
	baby	grow and					and mental	(G3)
	(this is	change					changes that	
	linked to	and that					people go	Understan
	Understa	we can do					through	d the
	nding the	different					when they	emotional
	World –	things at					reach	and
	The	different					puberty (G2)	mental
	Natural	ages						changes
	World)	(including					Understand	that
		things					the process	people go
	Recognise	that only					of	through
	how you	adults can					menstruation	when they
	get older	do).					(G3)	reach
	(birthdays							puberty
).	Understa					How do	(G2)
		nd the need for					plants and animals	Lindovatora
		rules and						Understan d the
		behave					reproduce? – taught	process of
		according					through	menstruati
		y.					Science (Sx1)	on and
		y.					Selence (SA1)	how to
								manage it
								effectively
								(G3)
								To know
								the
								internal
								sex organs
								and how
								they are
								used to
								create a
								baby (Sx2)
								Tokaow
								To know
								the basic
								facts about
								what
								happens
								during sex
								(Sx2)
L	1	1	1	1	1	1	1	<u>, - ·-</u> ,

								1
Relations hips (Family)	Introduce "The Underwe ar Rule" (NSPCC) Know that they are part of a family and that some families are different from theirs Know and accept that adults are in charge Become more outgoing with unfamiliar people (in the safe context of their setting) Play with one or more children, extending	Introduce "The Underwe ar Rule" (NSPCC) Form positive attachme nts to adults and friendship s with peers Show sensitivity to their own and to others' needs Know and accept that adults are in charge	Understan d that families are made up of a special group of people who have different roles, responsibi lities and strengths (Fa1) Understan d that these people are all connected in different ways and that these people are all connected in different ways and that these connects are important (Fa1) Understan d that these people are all connected in different ways and that these connects are important (Fa1) Understan d that these people are all connected in different ways and that these connects are important (Fa1)	Understa nd that families can change over time and that these changes can be caused by different events (Fa1/2) Understa nd that children and adults have responsibi lities to each other and know what to do if our needs aren't being met (Fa3) Understa nd that some parts of our bodies are more private	Understa nd that families can change (Fa1) Understa nd that parents can split up and people can die (Fa1) Appreciat e that there are many difference s between families and all families and all families and all families and all families and unique and there is no one set family structure (Fa2) Appreciat e that any type of family can provide love and support	Know that events such as divorces are not the fault of the child (Fa1) Understan d the emotions which can result from family changes and how these can alter over time (Fa1) Understan d that there are far more similarities between families than there are differences (Fa2) Appreciate that any type of family can provide love and support (Fa2)	Understand why some people get married (Fa1) Identify the positive features that should be in a family (Fa2) Know the differences between secrets and surprises (when to break confidentialit y) (Fa2) Understand the diversity of home lives (Fa3) Appreciate that many people have heritage from other countries and may have dual heritage (Fa3) Revisit that	To know that the law states people should not have sex until they are over 16 and consent is given by those involved (Sx2) Know that forced marriage is illegal (Fa1) Appreciate that not everyone wants to get married (Fa1) Revisit that "My body belongs to me" (private parts exceptions) (Fa2) Learn how to disagree with respect (Fa2) Understan d that the cultural difference s between families do not make people better or
	extending			private	support	(Fa2)	Revisit that	better or
	play		feel loved,	than	(Fa2)	· ·	"My body	worse and
	ideas		cared for	others	()	Understan	belongs to	often
	iucas		and safe	(Fa4)		d about	me" (private	present an
		l		(i u+)				present an

1	I	1	1.					
			in our		Understa	discriminat	parts	opportunit
			homes	Understa	nd and	ion, what	exceptions)	y for
			(Fa3)	nd that	appreciat	it means	(Fa2)	learning
				certain	e that all	and how		and fun
			Understan	parts of	people	to	Know how to	(Fa3)
			d that	our	deserve	challenge	report	
			other	bodies are	respect,	it (Fa3)	concerns	Know how
			people	very	even if		(Fa5)	to report
			should ask	private	they are	Understan		concerns
			permissio	and only	different	d that		(Fa5)
			n before	we get to	to other	certain		
			they can	decide	people	parts of		
			touch us	what	(strengths	our bodies		
			(Fa4)	happens to them	and	are very		
			Pocognico	(Fa5)	challenge	private and only		
			Recognise that other	(ГАЗ)	s (Fa3)	we get to		
				Know	Understa	decide		
			people often	how to	nd that	what		
			want	report	certain	happens		
			different	concerns	parts of	to them		
			things	(Fa5)	our	(Fa5)		
			from	(103)	bodies are	(105)		
			ourselves	Understa	very	Understan		
			(Fa4)	nd that	private	d that		
			(1 4 +)	families	and only	other		
			Understan	are highly	we get to	people		
			d that	varied,	decide	need		
			secrets	and no	what	permission		
			and	families	happens	before		
			surprises	are the	to them	they can		
			are	same	(Fa5) -	touch us		
			different	(religion,	LKS2	(Fa4)		
			things	culture,		(
			(Fa5)	gender)	Understa	Know how		
			(1 0.0)	(Fa6)	nd that	to report		
			Know how	()	other	concerns		
			to report		people	(Fa5)		
			concerns		need	·/		
			(Fa5)		permissio			
					n before			
			Understan		they can			
			d that		touch us			
			families		(Fa4)			
			can differ		. ,			
			from		Know			
			those in		how to			
			their class		report			
			(Fa6)		concerns			
					(Fa5)			
Relations	Play with	Work and	Understan	Understa	Acknowle	Appreciate	Understand	Empathise
hips	one or	play	d that	nd that	dge that	that we	what it takes	with
(Friends)	more	cooperati	there is a	there is a	other	have	to be a good	people
(children,	vely and	difference	difference	people's	responsibil	friend (Fr1)	who are
	extending	take turns	between	between	emotions	ities to our		excluded
	and		friends,	close	are			(Fr1)
			· · · · ·					

elaboratin	with	family and	friends,	important	friends	Understand	
g play	others	strangers	friends,	(Fr1)	(Fr1)	that we don't	Understan
ideas	others	(Fr1)	acquainta	(111)	()	have to be	d that
lucas	Form	(111)	nces,	Understa	Learn	the same as	friendships
Find	positive	Understan	trusted	nd that	what we	everyone	change
solutions	attachme	d that	adults and	our	can do to	else to have	over time,
to	nts to	friends do	strangers	actions	maintain	friends (Fr2)	and our
conflicts	adults	not always	(Fr1)	can affect	healthy	menus (112)	friends
and	and	agree with	(ГГТ)	other	relationshi	Appreciate	often have
rivalries	friendship	each other	Understa	people's	ps (Fr1)	that we	different
(Sometim	s with	(Fr2)	nd that	feelings	h2 (LIT)	should	opinions,
es with		(FIZ)	friends do	(Fr1)	Understan		feelings
adult	peers	Understan	not	(FII)	d that	respect other	and
	Show	d that we		Discuss	differences	people,	motivation
support)		can be	always	the		irrespective of their	
Davalan	sensitivity to their	different	agree with each	similaritie	in gender, skin		s to ours
Develop						unique	(Fr2)
ways of	own and	from our	other, but	s and difference	colour,	characteristic	I danstift i
being	to others'	friends	we can		religion,	s (Fr2)	Identify
appropria	needs	(Fr2)	resolve	s between	culture,	L la devete a d	behaviours
tely		ا جب ج أم مرا ا	our	boys and	sexuality	Understand	that are
assertive		Understan d that	difference	girls (storootur	and (dic)ability	that friandshins is	controlling
using			s kindly, and with	(stereotyp	(dis)ability	friendships is	Or moninulati
simple		friends		es) (Fr2)	should not	not just	manipulati
social		should	mutual	Davalan	inhibit friondshine	about doing	ve (Fr3)
phrases –		treat each other well	respect	Develop	friendships	what	I do notifi (
l'm plawing		and be fair	(Fr2)	technique s to deal	or cause	someone	Identify issues
playing with this		(Fr3)	Understa	with	negative treatment	says and that boundaries	around
now. You		(FIS)	nd that	conflict	(Fr2)	are healthy	
can have		Understan	difference	within	(FIZ)	and an	consent and
it later.		d that	can be a	friendship	Understan	essential part	coercion
it later.		there is	positive	s (Fr3)	d when a	of any	(Fr3)
Develop a		not an	thing in	3 (113)	relationshi	relationship	(113)
sense of		ideal	our	Appreciat	p is	(Fr3)	Appreciate
communit		number of	friendship	e that	unhealthy	(113)	that
y within		friends	s (Fr2)	friendship	and when	Appreciate	friends
the		(you can	3 (112)	s are not	support is	that friends	should
setting		have as	Under	always	required	should make	make us
Setting		many as	that being	perfect	(Fr3)	us feel good	feel good
		you like)	controllin	(Fr3)	(113)	and safe	and safe
		(Fr3)	g of other	(113)	Develop	(Fr3)	(Fr3)
		()	people is	Understa	techniques	()	()
			bad and	nd that it	to deal	Identify the	Understan
			that	is normal	with	reasons why	d that
			excluding	to	conflict	some	violence is
			other	disagree	within	children bully	always
			children is	with your	friendships	, (Fr4)	, wrong, our
			hurtful	friends	(Fr3)		body
			(Fr3)	(Fr3)	. ,	Understand	belongs to
			•	· •	Understan	what	us (Fr4)
			Understa		d that	stereotypes	
			nd that		relationshi	are (Fr5)	Develop
			friends		ps come		skills to
			should		with a	Learn how to	avoid
			not tell us		mixture of	challenge	conflict
			what to		positive	stereotypes	and
			do,		and	when they	reconcile
			although		negative		

1						omotions		difference
				we should		emotions	see them	difference
				listen		(Fr3)	(Fr5)	s (Fr4)
				politely				o
				(Fr3)			Appreciate	Critique
							that we	media and
				Empathis			should treat	identify
				e with			everyone	stereotype
				other			with respect,	s in the
				people			regardless of	world
				and			their physical	around
				understan			appearance	them
				d why			(Fr6)	(Fr5)
				bullying is				
				so hurtful				Learn how
				(Fr4)				to
								challenge
				Order				stereotype
				types of				s when
				bulling to				they see
				understan				them
				d which				(Fr5)
				ones are				· · ·
				the worst				Understan
				(Fr4)				d that
				()				people
								may face
								discrimina
								tion – the
								importanc
								e of being
								inclusive
								and how
								being
								different is
								good (Fr6)
								Accurately
								use
								language
								relating to
								sexuality
						 		(Fr6)
Online	Know that	Know that	Understan	Understa	Understa	Understan	Understand	Understan
Safety	you go on	you go on	d that	nd that	nd that	d that	that social	d that
	line with	line with	screen	people	people on	people on	media comes	social
	an adult's	an adult's	time can	need to	the	the	with	media
	permissio	permissio	affect	get the	internet	internet	pressure	comes
	n and that	n and that	your	correct	are not	are not	(Os1)	with
	they	they	mood	balance of	always	always		pressure
	should	should	(Link to	time	who they	who they	Understand	(Os1)
	know	know	sleep)	spent	say they	say they	that our	
	what you	what you	(Os1)	online	are, and	are, and	actions/lack	Understan
	are doing	are doing		and	may have	may have	of actions	d that we
			Understan	offline	malicious	malicious	can have an	have a
	Know that	Know	d why we	(Os1)	intentions	intentions	impact on	significant
	you must	what to	shouldn't		(Os1)	(Os1)	ourselves	amount of
	, tell a	do if you	share	Understa			and those	control
	grown up	see	personal	nd how to				over our
·	U 7F	I			I	I.	1	

if	somethin	informatio	keep	Understa	Understan	around us	online
somethin	g wrong	n (Os2)	personal	nd that	d that we	(Os1)	lives (Os1)
g goes	or the	11 (032)	informati	we must	must keep	(031)	11003 (001)
wrong	website	Understan	on private	keep our	our	Understand	Understan
online	changes	d that	and safe	personal	personal	that our	d that our
	0.1	people	when we	informati	informatio	personal	actions/lac
	Accept	online are	are online	on safe	n safe	information	k of
	that time	strangers	(Os2)	(Os2)	(Os2)	is valuable,	actions
	online	if we don't				sensitive and	can have
	might be	know	Understa	Identify	Understan	private to us	an impact
	limited by	them in	nd that	how to be	d that peer	(Os2)	on
	your	real life	we	kind in	pressure		ourselves
	adult	(Os3)	shouldn't	online	can make	Understand	and those
			share	social	us do	that there	around us
		Understan	private	environm	inappropri	are dangers	(Os1)
	Recognise	d that	and	ents	ate or	online for	
	that you	anybody	personal	(Os3)	unkind	younger	Understan
	need to	can put	informati		things and	people	d that
	keep	things	on with	Understa	develop	(Os3)	giving
	password s safe	online	strangers	nd that friends	strategies to help	Understand	away personal
	5 Sale	(Os4)	(Os3)	should	deal with	that our	informatio
		Recognise	Understa	behave in	this (Os3)	personal	n can lead
		the	nd that	a certain	(000)	data can be	to physical
		difference	things	way,	Understan	used to make	and
		between	online are	whether	d the	money and	emotional
		truth and	not	they are	impact and	target us	damage
		fiction	always	online or	consequen	with	(Os2)
		(Os4)	true	offline	ces of our	advertising	
			(Os4)	(Os3)	online	(Os4)	Understan
					behaviour		d that
				Understa	(Os3)	Understand	many
				nd that		that not	small
				websites	Understan	everything	details can
				store a lot	d some of	they read is	be pieced
				of our informati	the ways that	true or without bias	together
				on (Os4)	informatio	(Os6)	to gain a much
				011 (034)	n and data	(030)	more
				Understa	is shared	Appreciate	comprehe
				nd that	and used	that	nsive set
				informati	online,	everyone can	of
				on online	including	be at least a	informatio
				must be	for	bit biased, so	n about a
				checked	commercia	we have to	person
				before it	l purposes	be careful to	(Os2)
				is	(Os4)	balance our	
				believed		views and	Recognise
				and	How to	tolerate	some of
				introduce	assess the	disagreemen	the signs
				the term	reliability	t (Os6)	of online
				'Fake News'	of sources online	Understand	danger (Os3)
				(Os6)	(Os5)	how social	(033)
				(030)	(030)	media tends	Understan
					Understan	to limit the	d that our
					d some of	number of	personal
					the	opposing	' data can

motivation views that be used to sub-thing putting failse (056) hat there is both negative and pagative and p	1	1	1	1	I			
Image: state in the state						motivation	views that	be used to
faise (0-7) and target us with advertising (0-54) (0-57) Appreciate that there is ligitally online (0-58) (0-54) 0-100 Become orgetive content online (0-58) Become more digitally online (0-58) Become more digitally online (0-58) 0-100 Understand that social media can content content or insecure about our or insecure distally or insecure about our or on lives Understand that bias feel jealous or insecure mislead Understand that bias feel jealous or insecure mislead 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 1-100 <td< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></td<>								
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content servert Understand wedia can evert (OS) pressure on us, by us,							negative and	Become
Image: Second							positive	more
able to analyse digital content exert (DS5) pressure on us, by Understan able to able to us, by Understan able to us, by Understan about our readers, own lives and video groups have their and video and video anound <							content	digitally
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Image: Sector of the sector							that social	digital
pressure on us, by making us feel jealous or insecure about our readers, and that there are multiple perspectiv est o main stories we see online are multiple perspectiv est o main stories we see online are multiple perspectiv est o main stories we see online are not always a true reflection of reality (OS8) different groups have their own motivation s, often based around commercia al or al or on us, by making us feel jealous or							media can	content
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								d that
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								online are
								not always
								a true
								reflection
								of reality
								(Os8)
Mental	Talk	Show an	Discover	Understa	Understa	Understan	Develop our	Develop
Wellbein	about	understan	how our	nd the	nd the	d the	ability to	our ability
	own	ding of	choice of	connectio	range and	range and	communicat	to
g	feelings	their own	activities		depth of	depth of	e our own	communic
	-			n between	-	-		
	using	feelings	can affect		feelings	feelings	feelings,	ate our
	words like	and those	our	their	that we	that we all	listen to	own
	happy,	of others,	happiness	actions	all	experience	other	feelings,
	sad,	and begin	(M2)	and the	experienc	(M1/2)	people's	listen to
	worried,	to		feelings of	e (M1/2)		feelings and	other
	angry	regulate	Understan	themselve		Learn	respond	people's
		their	d that we	s and	Learn	strategies	appropriately	feelings
	Accept	behaviour	have a	others	strategies	to deal	(M1)	and
	that not	accordingl	range of	(M2)	to deal	with these		respond
	everyone	y	emotions	. ,	with	feelings	Identify	appropriat
	can have	,	depending	Recognise	these	and know	positive and	ely (M1)
	a turn	Show	on our	that not	feelings	when to	negative	
	(regulatin	sensitivity	experienc	everyone	and know	seek	emotions	Understan
	g	to their	es and	feels the	when to		and the	d that
	0					support		
	feelings)	own and	situations	same at	seek	(M1/2)	impact these	some
		to others'	(M1)	the same	support		have on our	people
	Develop	needs		time or	(M1/2)	Understan	mental well-	find it hard
	appropria		Build	feels the		d that we	being (M1)	to read
	te ways of	See	language	same	Understa	have		and
	being	themselv	to talk	about	nd that	responsibil	Explore how	express
	assertive	es as a	about	same	we have	ities for	big events	emotions
		valuable	feelings	things	responsibi	some	such as loss,	(M1)
	Begin to	human	(M1)		lities for	things but	separations,	
	find	being		Know	some	cannot	divorce and	Identify
	solutions		Understan	what to	things but	control	bereavement	, our own
	to	Develop	d that	do when	cannot	everything	can affect	triggers for
	conflicts	independ	each of us	we	control	(M1/2)	our mental	negative
	(sometim	ence,	has skills	experienc	everythin	···· <i>=</i> / <i>=</i> /	and	emotions
	es with	resilience	and	e strong	g (M1/2)	Recognise	emotional	(M1)
				-	8 (IVI 1/ 2)	individualit		(1111)
	adult	and	talents	emotions	Deerstrict		health (M2)	Develor
	support)	persevere	that are	(M1)	Recognise	y and		Develop
		nce	valuable		positive	personal	Understand	strategies
			(M2)	Build	things	qualities	why it is	and
				language	about	(M1/2)	better to	behaviours
			Appreciat	to talk	ourselves		demonstrate	that
			e that	about	and our	Identify	self-control	support
			other	feelings	achievem	personal	and restraint	mental
			people are	(M1)	ents. Set	strengths,	in emotional	health
			important,		goals to	skills,	situations,	(M1)
	·	·		·	-	-		

			no matter	Understa	help	achieveme	staying calm	
			how good	nd that	achieve	nts and	and making	Explore
			they are	we are	personal	interests	good choices	ways of
			at certain	important	outcomes	and how	even when	coping
			things	, unique	(M1/2)	these	others are no	with big
			(M2)	people		contribute	(M3)	and small
				who		to a sense	-	life events
				deserve		of self-	Practise	(M2)
				kindness		worth	strategies for	.
				and		(M1/2)	resolving	Practise
				respect			conflict with	strategies
				(M2)			peers (M3)	for
				Annaciat				resolving
				Appreciat			Understand	conflict
				e that other			that our	with peers
							brains can	(M3)
				people are			get poorly and can be	Understan
				important			treated (M4)	d why it is
				-			ti eateu (1014)	better to
				, no matter			Learn to	demonstra
				how good			express our	te self-
				they are			sense of	control
				at certain			identity	and
				things			(M4)	restraint in
				(M2)			(1114)	emotional
				(1112)				situations,
								staying
								calm and
								making
								good
								choices
								even when
								others are
								no (M3)
								Know that
								mental
								wellbeing
								varies and
								is not
								constant
								(M4)
Physical	Ве	Manage	Understan	Appreciat	Benefits	Appreciate	Analyse	Analyse
Health	increasing	their own	d that we	e that	of getting	that they	representatio	representa
	ly	basic	can't	some	enough	need to	ns of beauty	tions of
	independ	hygiene	always	people	sleep and	balance	in the media	beauty in
	ent .	and	have	live with	what	choices	(P1)	the media
	managing	personal	healthy	disabilitie	might	that are		(P1)
	own care	needs,	bodies,	s or are	stop you	'good for	Understand	
	N And i	including	because	differently	from	them' and	that the	Appreciate
	Make	dressing,	sometime	abled	getting	choices	images we	that many
	healthy	going to	s we get ill	(P1)	the right	that bring	see in the	of the
	choices	the toilet	or injured	llade e	amount	them joy	media affect	photos we
	about	and	(P1)	Understa	(P1/2)	(P1/2)	the way we	see are
	food,	understan		nd about			see and	the result
	drink,	ding the		dental			judge	of hours of

activity	importanc	Understan	60r0	Understa	Know how	ourselves	hard work
activity	e of	d that	care, visiting	nd the	to make	and others	(exercise,
							-
toothbrus	healthy	active	the	importanc	informed	(P1)	dieting,
hing	food	lifestyles	dentist;	e of	choices	11	make-up,
(this is	choices	including	how to	hygiene,	about the	Understand	clothing,
part of		regular	brush	especially	activities	that regular	hair
physical	(this is	exercise	teeth	handwash	they do	exercise and	dressing,
developm	also part	can keep	correctly;	ing, to	and things	a balanced	photograp
ent for	of	our bodies	food and	limit the	they eat	diet can keep	hy,
FS)	physical	healthier	drinks	spread of	(P1/2)	us healthy	editing)
	developm	(P1)	that	germs and		(P2)	and luck
	ent for		support	bacteria	Understan		(genetics,
	FS)	Understan	dental	(P3)	d the	Understand	wealth,
		d about	health		importanc	the	fame)
		foods that	(P1/3)	How to	e of	importance	(P1)
		support		maintain	routines	of dental	
		good	Identify	good oral	and how	hygiene (P3)	Understan
		health and	the	hygiene	this can		d the risks
		the risks	compone	and	help to	Understand	of taking
		of eating	nts of a	maintain	keep us	the	drugs (to
		too much	balanced	correct	healthy	importance	know the
		sugar (P1)	diet (P2)	teeth	(P1/2)	of getting the	most
				brushing		right amount	common
		Understan	Identify	(P3)	Understan	of sleep (P3)	names but
		d that	common		d the		not the
		germs are	dangers		dangers of	Identify ways	effects),
		spread by	that they		diseases	to avoid	alcohol
		coughs,	may		caused by	damage	and
		sneezes	encounter		the sun	caused by	tobacco
		and	both at		and how	the sun (P3)	(P3)
		physical	home and		to stay	. ,	
		contact	in the		safe from	Understand	Know
		with dirt	wider		these (P3)	that not all	strategies
		and other	world:		. ,	information	to help
		people	water,		Understan	is accurate,	them to
		(P3)	fires and		d how	even if it	sleep
		()	chemicals		vaccines	appears to	better
		Understan	and		can give us	be (P5)	(P3)
		d that we	medicines		immunity		(- /
		can	(P4)		(P3)	Identify	Identify
		prevent	()		()	, common	, key
		the spread	Know		Understan	hazards	indicators
		of germs	what to		d the	(burns,	of poor
		by	do in an		impact of	roads, rail,	health
		washing	emergenc		lifestyles	water,	(P3)
		our hands	y		choices on	fireworks)	(,
		with soap,	, situation:		dental	(P6)	Understan
		especially	emergenc		care (P3)	()	d that
		when we	y services		50.0 (1 5)	Know basic	some
		go to the	(P4)			first aid	drugs help
		toilet, eat	(' ' <i>)</i>			techniques	us
		or are				(P6)	(medical),
		unwell				(, ,	and some
		(P3)				Understand	do not
		(1.5)				how to react	(illegal)
		Identify				in emergency	(megal) (P4)
		common				situations	(' '')
		dangers				(P6)	
		Jungers				(10)	

			4 h a 4 4 h a		I	I		
			that they					Understan d some of
			may					the
			encounter both at					
			home and					reasons why
			in the					people
			wider					take
			world:					recreation
			roads and					al and
			cars,					addictive
			riding					drugs
			bicycles					(Peer
			and					pressure)
			scooters					(P4)
			and					、
			unfamiliar					Identify
			environm					inaccurate
			ents (P4)					health
								informatio
			Know					n (P5)
			what to					
			do in an					Know
			emergenc					where to
			У					find
			situation:					accurate
			telling					sources of
			adults					health
			(P4)					informatio
								n (P5)
								Know
								basic first
								aid
								techniques (P6)
								(PO)
								Understan
								d when
								and how
								to make
								an
								emergenc
								y 999 call
								(P6)
Our	Show an	Set and	Understan	Appreciat	Appreciat	Understan	Understand	Know that
Commun	interest in	work	d how to	e how	e the	d what is	why some	unconscio
ity	different	towards	behave	important	reasons	meant by	people	us bias
Í Í	occupatio	simple	appropriat	school is	why we	'the rule of	discriminate	exists (C1)
	ns	goals,	ely in	to them	need laws	law' (link	(C1)	
		being able	school	(C1)	and that	to British		Know the
	Develop	to wait	(C1)		these are	Values)	Explore the	protected
	positive	for what		Understa	not	(C1)	history of	characteris
	attitudes	they want	Identify	nd how to	always		prejudice	tics (C1)
	about	and	their	behave .	the same	Understan	(C2)	
	difference	control	special	appropria	for	d the		Understan
	S	their	people in	tely and	everyone	basics of	Understand	d how the
	between	immediat	school (C1)	how to contribut	(some people	how laws are made	that groups	history of
	people	е	11.11				and	prejudice

				wa a d		to alterial contra	increases and
	impulses		e to	need	and	individuals	impacts
Talk	when	Understan	school life	more	enforced	from	people's
about	appropria	d why we	(C1)	protectio	(C1)	minority	lives today
different	te	have rules		n – for		groups are	(C2)
celebratio	Explain	and how	Know	example	Appreciate	more likely	
ns and	the	they help	what	children)	that the	to be victims	Identify
places in	reasons	us learn	range of	(C1)	people you	of prejudice,	the
the	for rules,	and be	communit		live with	harassment	protected
communit	know	happy	ies live	Appreciat	are not	and bullying	characteris
У	right from	(C1)	near	e that the	always	(C3)	tics in the
(this is	wrong		school	world is	part of		quality act
linked to	and try to	Appreciat	and	not fair,	your 'birth	Identify the	(C3)
Understa	behave	e that	respect	and it is	family'	most	
nding the	accordingl	they	their	our	(adopted/f	common	Know
World –	У	should	difference	responsibi	oster care,	types of	what to do
People,		treat	s (C2)	lity to	carers)	prejudice	is they
Culture	Talk	people		help	(C2)	(C3)	encounter,
and	about the	with	Understa	those less			experience
Communi	lives of	respect	nd what	fortunate	Understan	Understand	s or
ties)	the	and	to do if	(C1)	d that	that we all	witness
	people	kindness,	they feel		biological	rely on the	prejudice
	around	regardless	uncomfor	Understa	parents	people	(C3)
	them and	of	table	nd about	("tummy	around us	
	their roles	difference	either	the	mummy"	(C4)	Understan
	in society	(C2)	with	different	and "birth		d that
	(this is		strangers,	groups	dad") are	Identify the	changes in
	linked to	Understan	or with	who make	not always	, ways that we	our
	Understa	d what to	people	up our	, the people	, can help	behaviour
	nding the	do if they	they know	communit	that look	, people	can allow
	World –	feel	(C2)	y and	after a	around us	people to
	Past and	uncomfort	. ,	, value	child (C2)	without	feel
	Present)	able,	Name	their	()	upsetting	included
		either	their body	contributi	Understan	them (C4)	(C4)
	Know	with	, parts,	ons (C3)	d about	· · /	、 <i>,</i>
	some	strangers	including	()	diversity,	Identify the	Understan
	similaritie	or with	external	Understa	what it	, ways that	d that we
	s and	people	genitalia –	nd that	means and	money	all rely on
	difference	they know	link to	we have	the	affects their	the people
	s between	(C2)	consent	the power	benefits of	lives (C5a/b)	around us
	different	()	covered in	and	living in a		(C4)
	religious	Discuss	'Family'	responsibi	diverse	Understand	(- <i>'</i>
	and	the	relationsh	lity to	communit	that not	Appreciate
	cultural	similarities	ips (C3)	make our	y (C3)	everyone has	that the
	communit	and	1 1 /	communit	/ 、 - /	the same	infrastruct
	ies in this	difference	Discuss	y a better	Identify	access to	ure
	country,	s between	the	place to	ways in	money and	around us
	drawing	boys and	similaritie	live (C4)	which we	employment	built and
	on their	girls,	s and	v = 7	can make	across the	maintaine
	experienc	including	difference	То	our	world (C5a)	d by tax
	es and	ideas that	s between	understan	communiti		payments
	what has	challenge	boys and	d the	es better	Understand	(C5b)
	been read	gender	girls,	concept	places to	why some	. ,
	in class	stereotyp	including	of	live and	people must	Understan
	(this is	es (C3)	ideas that	democrac	begin to	leave their	d that
	linked to		challenge	y and	take action	countries	debt
	Understa	То	gender	ways in	(C4)	(C6)	results
	nding the	participat	stereotyp	which this	()	()	from
	World –	e in simple	es (C3)	is used to			spending
			\ /				

Deeple	votes to		make	To know	Approciato	more than
People, Culture	choose	То	decisions	how	Appreciate	
			uecisions		why some	you are
and	things.	understan		democracy	people	able to
Communi		d the		looked	choose to	earn (C5b)
ties)		process		different	come to the	
		and		or the	UK (C6)	Know that
		participat		same in		most
		e in		the past.	Understand	refugees
		school			that some	stay near
		council			countries are	their
		election.			affected by	country on
					war, poverty,	origin (C6)
					and	
					oppression,	Appreciate
					and this	that
					contributes	migrants
					to migration	are often
					into this, and	the victims
					other	of
					countries	discrimina
					(C6)	tion and
						ill-treated
					Discuss what	and that
					it means to	very few
					belong to a	people are
					country (C7)	illegal
						immigrant
					Appreciate	s (as
					that people	opposed
					can have	to legal
					more than	immigrant
					one	s and
					nationality	asylum
					(C7)	seekers)
						(C6)
					To know the	
					responsibiliti	Understan
					es of the	d that our
					Houses of	country's
					Parliament	culture is
					(House of	made up
					Commons),	of all of
					the executive	the
					seat of	different
					power	immigratio
						ns that
						have come
						here over
						thousands
						of years
						(C7)
						To have an
						understan
						ding of
						how
						citizens
						can

					influence
					decision-
					making
					through
					through
					the
					democrati
					c process
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